**Disciplined Inquiry in the Social Studies:**

1. **Teaching and Learning must have Purpose**  
    The activity: *Indian Nations vs. Settlers on the American Frontier: 1786–1788* facilitates disciplined inquiry by including multiple characteristics of teaching learning for social studies. The activity actually has multiple potential purposes. On the activity’s home page, there is a list provided has to what the purpose and goals of the outcome for the students could be:
2. “Give students a first-hand look at the different expectations of this United Indian group and a U.S. government representative in the late 1780s in the Northwest Territory
3. Demonstrate what may be unexpected sophistication on the part of the United Indians
4. Help students understand historical context and differing points of view
5. Illustrate some cultural issues that might have existed between settlers in the United States and groups of Native Americans
6. Demonstrate issues and events often overlooked as an important part of the Revolutionary War period”
7. **Learning Means In-Depth Understanding**

As for the task assigned to the students, it is for them to “analyze the documents to determine how the two sides differed in opinion about the political role of Native American tribes and land claims following the Revolutionary War.” At the very end of the assignment that are asked to answer questions that provokes the students to think about an authentic situation in depth such as: “What do you think you would have done next 1) if you were Native American, or 2) if you were one of the settlers?” This specific questions forces students to view the documents, and use their background knowledge to create and develop their own perspective of what it may have been like as a settler, or Native American.

1. **Instruction Must Build on Students' Prior Knowledge**

The author of this particular instruction makes it clear that students should have the following background knowledge before doing this activity by providing in-depth examples of what the teacher should or could scaffold the students to remember before the activity begins. To start with, the author brings up what followed the revolutionary War and then goes on to bring several points up:

* Ongoing conflict over the possession and use of former Indian lands between American settlers and Native communities in the Old Northwest Territory.
* Politically, Indian tribes were recognized by Great Britain and the United States as independent nations, even though they were living within the boundaries of the larger power.
* In 1832, Native Americans’ status was changed by the Supreme Court to “domestic, dependent nations.”
* This particular group of Native American tribes had previously taken part in a treaty with Great Britain, the Treaty of Fort Stanwix (1768).
* The mouthpiece for the group of united tribes represented in the first document was Joseph Brant, a Mohawk Indian who had been educated in English schools.
* Arthur St. Clair was the author of the second document, was born in Scotland, came from a long English military tradition, and had been a general
* First in the English and later in the American Army with George Washington.
* He was at the time, the Governor and Commander in Chief of the Northwest Territory.

The author also points out, “information about the Treaty of Fort Stanwix can be used to show this treaty as a source for issues that are obvious in the Native document. See the original treaty between the Confederated Indian Nations and British of 1768 and the Treaty of Fort Stanwix between the U.S. and Iroquois of 1784.”

1. **People Learn Through Disciplined Inquiry**

In this activity, students must analyze two primary source letters in order to determine perspective of certain events and times in American history. Students must use both prior knowledge and the information in the letters to construct arguments and explanations from the two varying perspectives while also determining the purpose of each letter.

1. **Teaching Means Scaffolding**

In this activity, students are given background information then are told to read the letters individually or in groups. The teacher tells them to “carefully read the following two important historical documents. Try to figure out what each writer was trying to say and the problem they were trying to figure out”. During the activity, the teacher does not simply lecture. He gives the students the materials and tells them what to keep in mind as they read. Scaffolding refers to “a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning” which is precisely what this activity does.

1. **Constructive Assessment**

As previously mentioned, at the end of the activity are a few questions the students are instructed to answer. These include questions students can pull directly from the letters as well as interpretive questions in which students must demonstrate comprehension and use inferences and predictions based on the knowledge they have.

**Four Characteristics from: A Vision of Powerful Teaching and Learning in the Social Studies**

1. **Social Studies Teaching and Learning Are Powerful When They Are Meaningful**

*Meaningful social studies builds curriculum networks of knowledge, skills, beliefs, and attitudes that are structured around enduring understandings, essential questions, important ideas, and goals.*

This activity has students comparing letters written by two groups, a Native American group and an American territorial governor. The point of the activity is to increase student understanding of the different perspectives surrounding this time period where tensions were high and Native Americans were often pushed aside as America expanded. This activity facilitates student awareness of Native Americans experience and focuses on teaching consciousness.

1. ***Social Studies Teaching and Learning Are Powerful When They Are Value-Based***

*Social studies teachers recognize that students do not become responsible, participating citizens automatically. The values embodied in our democratic form of government, with its commitment to justice, equality, and freedom of thought and speech, are reflected in social studies classroom practice.*

With what they learn from this activity, students can hold a debate on the expansion of America from the perspectives of the Native Americans and of the Settlers. This allows students to form an understanding of what it was like for Native Americans who had to give up land in order to fund the needs of the new settlers. In addition, they have can consider the events from the perspective of the settlers who wanted to expand their lives. Depending on their chosen side, students will be able to demonstrate their knowledge of the values held by each group while also demonstrating their own values and beliefs.

### Social Studies Teaching and Learning Are Powerful When They Are Challenging

*Student work should reflect a balance between retrieval and recitation of content and a thoughtful examination of concepts in order to provide intellectual challenges. The teacher must explain and model intellectual standards expected of students. These include, but are not limited to: clarity, precision, completeness, depth, relevance, and fairness.*

Another characteristic described in “A Vision of Powerful Teaching and Learning” in the Social Studies, is for students to be challenged. The article states that students should have balanced the skills of retrieval and recitation of concepts to provide intellectual challenges. The article also states that teachers should explain and model the standards for students and should include but should not be limited to: “clarity, precision, depth, relevance, and fairness.” The activity, Indian Nations vs. Settlers on the American Frontier, challenges students by requiring students to read, analyze, and compare and contrast two documents. These two documents provide different perspectives for students to grasp and understand, and then analyze them by answering questions that provide an opportunity for students to experience an authentic scenario.

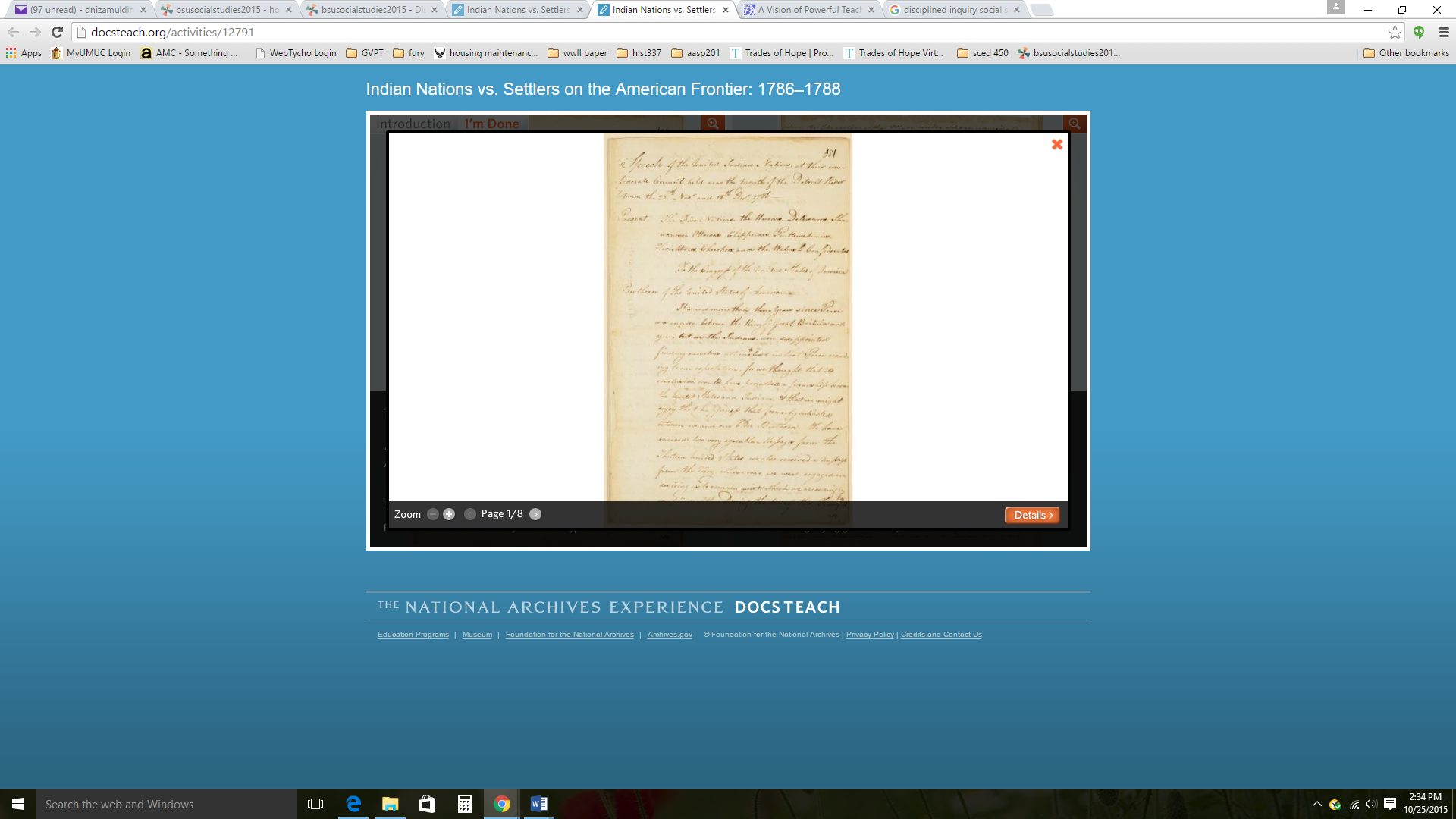
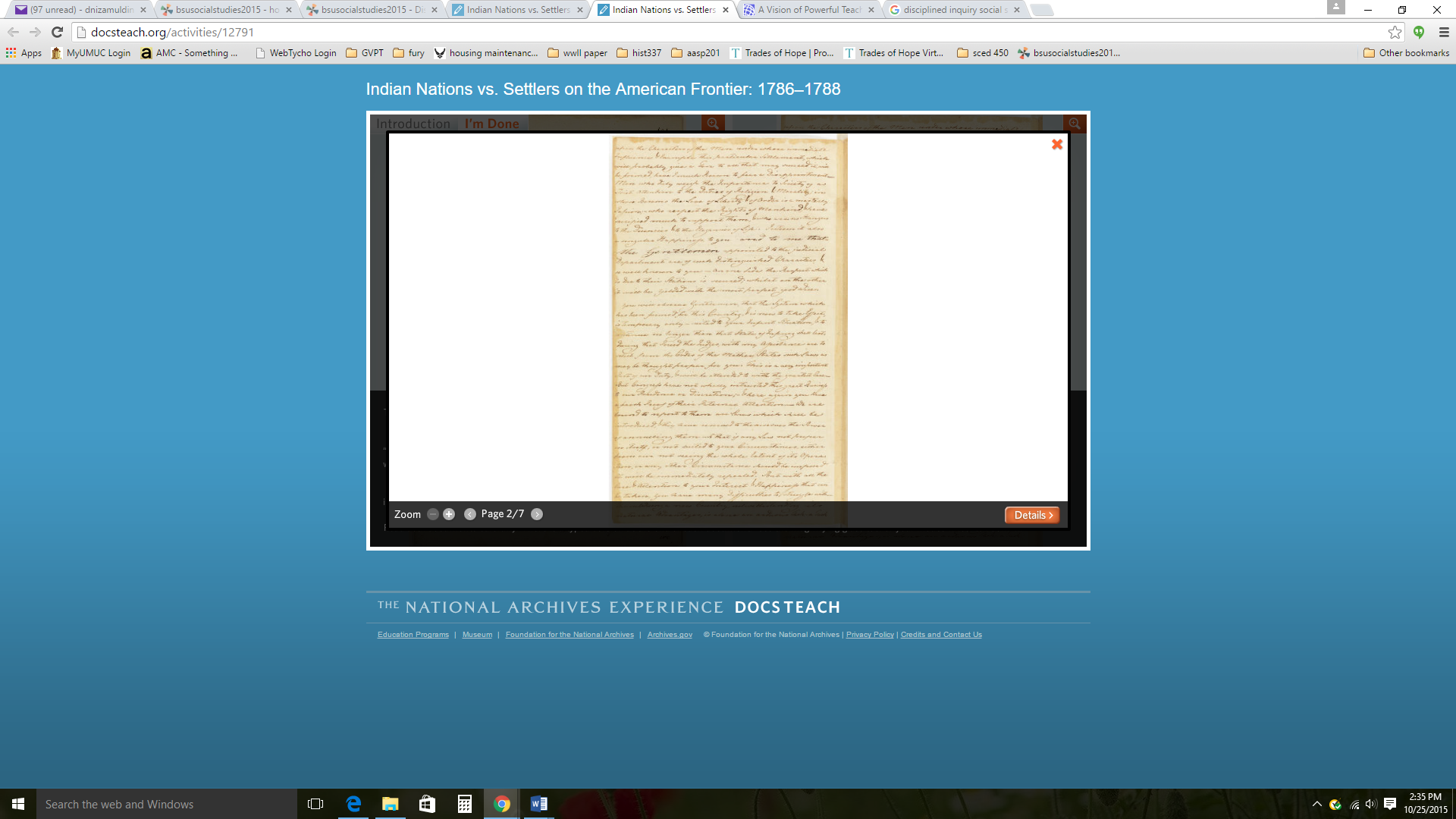
### Social Studies Teaching and Learning Are Powerful When They Are Active

*Active lessons require students to process and think about what they are learning. There is a profound difference between learning about the actions and conclusions of others and reasoning one’s way toward those conclusions. Active learning is not just “hands-on,” it is “minds-on.”*

To further support the challenging characteristic of this activity, is the final characteristic described in the article, Active. The active part of the lesson comes after the students analyze and make a list of comparisons and contrasts between the two documents. There is a list of questions the students must answer and take into account to participate in the class discussion:

* + “What had the Indian Nations expected when the Treaty of Paris was signed between the United States and Great Britain that ended the Revolutionary War? Did they have expectations based on former treaties?
  + Based on the contents of Governor Arthur St. Clair’s speech, how important was the “Indian problem” to him? What did he advise the settlers to do?
  + What do you think you would have done next 1) if you were Native American, or 2) if you were one of the settlers?”

Overall, the activity well facilitates the required characteristics for disciplined inquiry for social studies.

Indian Nations vs. Settlers on the American Frontier: 1786–1788: <http://docsteach.org/activities/12791/detail?mode=browse&menu=closed&era%5B%5D=revolution-and-the-new-nation>

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**A. Social Studies Teaching and Learning Are Powerful When They Are Meaningful**

Meaningful social studies builds curriculum networks of knowledge, skills, beliefs, and attitudes that are structured around enduring understandings, essential questions, important ideas, and goals.

This activity requires students to describe the differences as well as the reasons for the differences in the two Propaganda posters.

**B. Social Studies Teaching and Learning Are Powerful When They Are Integrative**

"Social studies teaching and learning requires effective use of technology, communication, and reading/writing skills that add important dimensions to students’ learning."

-This activity uses technology to access sources that may be otherwise difficult to find.  During and after "reading," analyzing, comparing, and contrasting, students practice communicating either by speaking in a whole class or group setting or writing about their findings.

"Powerful social studies teaching combines elements of all the disciplines as it provides opportunities for students to conduct inquiry, develop and display data, synthesize findings, and make judgments."

-In the activity, students should be thinking of questions about the advertisements, analyze the advertisements, find similarities and differences and make conclusions about the advertisements.

**C. Social Studies Teaching and Learning Are Powerful When They Are Value-Based**

Social studies teachers recognize that students do not become responsible, participating citizens automatically. The values embodied in our democratic form of government, with its commitment to justice, equality, and freedom of thought and speech, are reflected in social studies classroom practice.

Social studies teachers develop awareness of their own values and how those values influence their teaching. They assess their teaching from multiple perspectives and, when appropriate, adjust it to achieve a better balance.

The two posters show a dramatic shift in American values. Students are asked to describe why these changes may have occurred.

**D. Social Studies Teaching and Learning Are Powerful When They Are Challenging**

"Challenging social studies instruction makes use of regular writing and the analysis of various types of documents, such as primary and secondary sources, graphs, charts, and data banks. It includes sources from the arts, humanities, and sciences, substantive conversation, and disciplined inquiry."

-In the activity, students are writing about their analyses of the advertisements, which are primary sources.

"Disciplined inquiry, in turn, includes the teaching of sophisticated concepts and ideas, and in-depth investigation of fewer rather than more topics, with deep processing and detailed study of each topic."

-During the activity, the students investigate with a narrow focus on a specific concept (advertisements, war bonds) concerning a big idea (WWII).

<http://docsteach.org/activities/19607/detail?mode=browse&menu=closed&era%5B%5D=the-emergence-of-modern-america&sortBy=title>